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ABSTRACT

This study of the effort and failures to maintain world peace in this century is intended as an elective, quinmester course for grades 7 through 9. It encompasses the concept of nationalism and the role it plays in the decisions that lead to war, and organizations that have tried and are trying to preserve or bring about peace. Among other goals for the course are for the student to: 1) assess his own attitudes and beliefs concerning peace and generalize about the nature of war; 2) examine the social, political, and economic reasons for war; 3) analyze breakdowns in world peace in this century and the resultant human problems; 4) investigate and suggest alternatives to war as a means of settling conflict; and, 5) describe ways and means an individual can work for peace. The guide itself is divided into a broad goals section, a content outline, objectives and learning activities, and teacher/student materials. Learning activities are highly varied and are closely tied with course objectives. Materials include basic texts, pamphlets, records, and filmstrips. Related documents are: SO 002 708 through SO 002 718, SO 002 768 through SO 002 792, and SO 002 947 through SO 002 970. (Author/JLB)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

SP 002 791

PEACE IN THE TWENTIETH CENTURY

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SOCIAL STUDIES

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

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by

Grace C. Abrams and Fran Schmidt

for the

Division of Instruction
Dade County Public Schools
Miami, Florida
1971

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INTRODUCTION

This course of study was written as a part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textual or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g., pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to : Social Studies Office, Room 306, Lindsey Hopkins, A-1.

James A. Fleming
Social Studies Consultant

COURSE DESCRIPTION: [A STUDY OF THE EFFORTS AND FAILURES TO MAINTAIN WORLD PEACE IN THIS CENTURY. ENCOMPASSES THE CONCEPT OF NATIONALISM AND THE ROLE IT PLAYS IN THE DECISIONS THAT LEAD TO WAR, AND ORGANIZATIONS THAT HAVE TRIED AND ARE TRYING TO PRESERVE OR BRING ABOUT PEACE.]

CLUSTER: WORLD STUDIES

GRADE LEVEL: [7-9]

COURSE STATUS: [ELECTIVE]

INDICATORS OF SUCCESS: NONE

COURSE RATIONALE: "We ain't gonna study war no more..." is part of a song sung by many people around the world. Nations are tired of war and want to get to the business of living, not of dying.

Norman Cousins tells us..."people are not educated to wage peace, that we are not prepared educationally, emotionally and spiritually for the important job that faces us, which is how to create a lasting design for peace." He further states,..."war is an invention of the human mind" and "the human mind can and must invent peace with justice."

It behooves educators to get on with the job of educating "emotionally and spiritually" the young people for the greatest challenge facing them: the business of PEACE.

COURSE GOALS:

1. THE STUDENT WILL CRITICALLY ASSESS HIS OWN ATTITUDES AND BELIEFS CONCERNING PEACE AND GENERALIZE ABOUT THE NATURE OF WAR.
2. THE STUDENT WILL INVESTIGATE AND ASSESS THE COMMUNICATIONS MEDIA AND ITS ROLE IN EDUCATING FOR PEACE.
3. THE STUDENT WILL EXAMINE THE SOCIAL, POLITICAL AND ECONOMIC REASONS FOR WAR.
4. BASED ON RESEARCH, THE STUDENT WILL ANALYZE BREAKDOWNS IN WORLD PEACE IN THIS CENTURY AND THE RESULTANT HUMAN PROBLEMS.
5. THE STUDENT WILL INVESTIGATE INTERNATIONAL AND NATIONAL ORGANIZATIONS WHICH ARE ENGAGED IN PEACE-KEEPING OR PEACE EDUCATION ENDEAVORS AND ASSESS THEIR EFFECTIVENESS.
6. THE STUDENT WILL INVESTIGATE AND SUGGEST ALTERNATIVES TO WAR AS A MEANS OF SETTLING CONFLICT.
7. THE STUDENT WILL DESCRIBE WAYS AND MEANS AN INDIVIDUAL CAN WORK FOR PEACE.

COURSE CONTENT OUTLINE

I. Personal Attitudes

- A. Aggression
- B. Inter- personal conflict
- C. War
- D. Nature of Agression
  1. Cultural
  2. Inborn

II. Educating for Peace

- A. Mass Media
- B. Music
- C. Literature
- D. Art
- E. Symbols

III. Reasons for War

- A. Social
- B. Political
- C. Economic

IV. Efforts of Peace

- A. Organizations
  1. Failures
  2. Successes
- B. War's Resultant Problems and Casualties
  1. Human
  2. Environment

V. Organizations Educating for Peace

- A. International
- B. National
- C. Local

VI. Alternatives to War

- A. Techniques and Methods
- B. Human and Technological Development

VII. Ways and Means an Individual can Work for Peace

- A. Education
- B. Action
- C. Others

GOAL: THE STUDENT WILL CRITICALLY ASSESS HIS OWN ATTITUDES AND BELIEFS CONCERNING PEACE AND GENERALIZE ABOUT THE NATURE OF WAR.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
INTRODUCTION		1. The student will know the following words and terms: (ask each student to keep an on-going glossary to be part of his PEACE NOTEBOOK) a. war b. peace c. pacifist d. aggression e. conscientious objector f. conflict g. dispute h. instinctive behavior 2. The teacher will give the following on-going assignments that will be utilized during the nine weeks: a. The student will collect cartoons dealing with war and peace. b. The student will collect newspaper and magazine articles dealing with areas of conflict in the world today. c. The student will be collecting bibliographical sketches of individuals and organizations working for peace. d. The student will compile a list of movies and songs and literature dealing with peace. e. Any other items or materials the teacher believes will add to the quality of the Quin.
STUDENT'S ATTITUDES RE: INTER-PERSONAL RELATIONS.	A. The student will critically assess his own attitudes and beliefs concerning peace and generalize about the nature of war.	1. The student will be asked to react to the following questions (orally or by essay): a. How are disputes settled in your family? (1) between children (2) between parents b. How are disputes settled between friends-in and out of school? c. How are conflicts resolved between you and an adult in authority? d. Were you ever angry enough to use violence as a means of settling a dispute? Can you recall the incident? e. Do you condone the use of force as a means of settling a dispute? f. Did you ever act as peacemaker?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	A. (cont.)	1. (cont.) The students should be encouraged to exchange their feelings and ideas in an informal manner. 2. General class discussion: "What could be some of the consequences if families could not resolve their conflict peacefully?" "What are the means available to families and people in general to help solve conflict?" 3. Ask the student: "How do you react when you see violence being used as a means of settling disputes in a T.V. show, in a novel, in a movie, in the news, and between nations of the world?" "Did you enjoy playing with guns or weapons when you were a child? Do you enjoy war movies today?" 4. The teacher will read the following: "Peace, it's wonderful. And rare. So rare, in fact, that since the beginning of recorded history, the world has only been at peace about 8% of the time. That would be 286 out of the last 3,525 years." (from Minutes, Feb. 1968) Class discussion where students will be encouraged to react to quotation and exchange their ideas openly about the history of man and his failure to live in peace with his fellow man.
THE NATURE OF AGGRESSION.	B. The student will formulate a hypothesis as to why nations go to war.	1. The student will formulate a hypothesis on the topic: "Why Nations Go to War." The student will present his findings based on research to substantiate or negate his hypothesis near the end of the Quin. 2. General discussion: "Why war? Is conflict built into man's very nature? Is aggression an in-born quality or is aggression learned? Men say they yearn for peace, but still the killing goes on. Why?"

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
IN SOME CULTURES · PEOPLE HAVE NOT LEARNED AGGRESSIVE BEHAVIOR PATTERNS.	C. The student will assess the impact different cultural traits have on the nature of man's behavior.	1. The students may want to research such people as the Zunis who are and have always been a peaceful people. There are no wars in their folklore and myths. They have avoided war - why? The student will consider some of the social practices of the Zuni in order to determine if they have an effect on their behavior and contribute to their peaceful nature: a. sharing is part of their everyday life b. children are never whipped or physically punished c. children are taught at an early age not to strike or bully one another d. Zuni leaders make it a point not to control others e. competition is not their way of life 2. The student may observe that the Zuni's are a unique people. According to Dr. David P. McAllester, professor of Anthropology at Wesleyan University, they are not so unique. According to him, the Eskimos have long been peaceful. In fact their language has no word for "war." Pygmies and Bushmen also live in peace among themselves and with their neighbors. To continue the trend of thinking, the teacher will ask: "If some men live in peace, why can't all? What accounts for man's long history of warfare?" The teacher may suggest examples of people living in peace but becoming war-like because of conditions. (Great Plains Indians) and suggest that man can be greatly influenced by outside conditions. The students may want to give examples of people surrounded with one set of circumstances living in peace, but who, when surrounded by another set of negative circumstances, become aggressive.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Panel Discussion or Debate: "Because man is not instinctively aggressive - he will find new approaches in his behavior and work for permanent peace on earth." To be used with this portion of the quin: Read magazine (AEP) Dec. 15, 1968 Peace and War by Tom Galt (for reference) NOTE: It is highly recommended that the teacher have To End War by Robert Pickus and Robert Waite Third Ed. (A bibliography of ideas, books, and organizations dedicated to ending war; contains an extensive set of resources for practical action. World Without War Pub. from Social Studies Service, Culver City, California)
STUDENT'S ATTITUDES RE: PROBLEMS OF PEACE.	D. The student will record personal reactions at this time in order to use as basis for evaluation of his attitudes at end of quin.	The student will write his personal reactions to the following quotes and retain them to the end of the quin in order to determine if his feelings and understandings have changed: "I prefer the most unfair peace to the most righteous war." Marcus Tullius Cicero 104-43 B.C. Roman orator and statesman "Wars occur because people prepare for conflict, rather than for peace." Trygve Lie, Norwegian, First Sec. General to United Nations, 1947 "Since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be contracted." Constitution of UNESCO of United Nations

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
NOTE TO TEACHER: Several of the organizations listed in this activity (E.1.) may not agree with the philosophy of the school and/or the community.	E. The student will engage in activities that will enrich his understanding of peace efforts and the problems of peace.	1. The students will write to one or more of the following organizations in order to receive materials and information that will help them in this quin. (On-going assignment) a. American Friends Service Committee b. Catholic Peace Fellowship c. Central Comm. for Conscientious Objectors d. Committee for Non-Violent Action e. Comm. of Clergy and Laymen Concerned About Vietnam f. Common Cause g. Fellowship of Reconciliation h. Jewish Peace Fellowship i. Mennonite Central Comm. j. War Resisters League k. Women's Strike for Peace l. Another Mother for Peace m. World Federalist, U.S. n. World Law Fund o. League of Women Voters p. S.A.N.E. q. Internationsl Conciliation (Carnegie Endowment for Int. Peace) r. Promoting Enduring Peace, Inc. s. Canadian Peace Research Institute NOTE: Addresses will be in appendix of the quin. 2. The teacher will assign an on-going research project dealing with conditions in the world today that are detrimental to world order and world peace. For example: a. The world problem of population...too rapid an increase in numbers in a world, parts of which are already crowded and unprepared in skills and resources. If population increase outruns production increase, mankind is in for for more poverty and suffering...eventually leading to conflict.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	E. (cont.)	2. (cont.) b. Militarism and military build-ups. The arms race can be a road to war. Military spending takes from other areas of human needs. c. Lack of understanding of different economic and political systems. Clash of ideologies. d. Unfair trade practices. Restrictive trade barriers which could lead to animosity between nations. e. Scramble for world resources. f. Imperialism g. Nationalism h. others The students will give specific examples in their reports illustrating that circumstances surrounding people can lead to either peaceful or aggressive behavior (war). 3. The teacher will read the following excerpt from a Vietnamese Children's song: The enemy's name is cruelty The enemy's name is no conscience Its name is hatred; its name is bitterness It's a group of phantoms.... Clergy and Laymen Concerned about Vietnam The students should share their thoughts and feelings after listening to the poem. The following questions should be asked: a. What does the word "enemy" mean to the Vietnamese children? b. How does a child make a judgment about the "right" or "wrong" of wars?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	F. The student will make a judgment about his personal feeling about "agitators" for peace.	1. The student will assess his personal attitudes on the following: a. draft resisters who leave the country b. conscientious objectors who refuse to fight c. Veterans who throw their medals away d. the burning of draft cards by young men e. pacifists who believe that no human being has the right to take another's life f. individuals who burn draft records g. individuals who counsel young men to resist the draft h. individuals who refuse to pay taxes for war i. individuals who agitate against war After completing his personal inventory, the student will conduct the same attitude poll on friends and neighbors and compare his views with others. 2. The student will answer the following: "Which of the above actions would I personally commit myself to?"

GOAL: THE STUDENT WILL INVESTIGATE AND ASSESS THE COMMUNICATIONS MEDIA AND ITS ROLE IN EDUCATING FOR PEACE.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
THE MEDIA HAS A TREMENDOUS IMPACT ON THE SHAPING OF PUBLIC OPINION.	A. The student will assess what influence the media has on his thinking.	1. The student should know the following words and terms: propaganda communication media bias objective subjective emotive connotative 2. General discussion: What part of our culture has influenced you most in your thinking about war and peace? How has this been done? Which medium has the greater impact on your thinking? Why? 3. The teacher will ask: What is your understanding of - pacifist, conscientious objector, peace agitator? In what way has the media contributed to your understanding of these terms? Has the media helped the peace movement (or those engaged in the movement) or has it hindered them? Are any of the media biased? 4. After research, the student will assess the role of (and influence of) T.V., newspapers and other media in shaping public opinion concerning: a. war in Vietnam b. conflict in Middle East c. civil war in Nigeria (Biafra) d. war in Korea e. World War I and II f. others The student will be encouraged to cite specific articles or reports (or radio and T.V. programs) 5. The student will watch T.V. news (evening) for one week. (as many channels as possible) The student will evaluate and judge each program in light of the following:

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	A. (cont.)	5. (cont.) a. manner of presentation b. use of emotive words c. impact on audience
	B. The student will analyze war reporting.	1. The students will make a judgment as to the reporting of the war in Vietnam (Laos and Cambodia). Do the scenes depicted underscore the pointlessness and brutality of war or the glory of war?
TYPES OF PROPAGANDA RE: WAR AND PEACE ARE PART OF OUR CULTURE.		2. The student will keep a record of the number of propaganda methods during one week that he is exposed to, overtly, or subliminally: <u>For Militarism</u> a. Posters in Post Office for Armed Services b. Spot announcements on T.V. for R.O.T.C. or volunteer army c. Songs, slogans, books, etc. <u>For Peace</u> a. Songs b. Posters c. Spot announcements d. Statements by politicians f. etc. The student will make a judgment as to whether he was more exposed to peace or war propaganda.
	C. The student will become acquainted with literature and songs dealing with war and peace. Would they both appeal to the same audience?	1. The students will bring to class and share: Songs and poems of Peace, examples: <u>Where Have All the Flowers Gone?</u>, <u>All I Am Saying is Give Peace a Chance</u>, <u>Aquarius</u>, and others.
		2. The teacher will play the record: <u>Poets for Peace</u> (galaxy of 18 poets and writers) by Fellowship of Reconciliation.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. (cont.)	2. (cont.) The students will discuss and analyze the poems. Pertinent questions: a. What are some of the common beliefs shared by these poets? b. In what ways are the poems different (similar) to the songs? 3. Students will write their own poetry and song lyrics on Peace, share with the class and keep in their Peace Notebooks, or compile an anthology to be placed in the school library. 4. Using Poetry, USA (Scholastic Book Services) Teacher's edition, the teacher will refer to pages 15-17 entitled "War Poems, Group Four" and read several poems. Follow-up discussion: Are these poems educating for peace? 5. The teacher may assign two books for reading: The Red Badge of Courage by Stephen Crane Johnny Got His Gun by Dalton Trumbe a. The students will compare and contrast the attitudes of the main characters regarding war and peace. b. They will compare and contrast the weapons and brutality of war in the two books. c. Compare and contrast the techniques used by the author to communicate his message about war. General Discussion (after books have been read): How did the books influence your thinking about war and peace? 6. Many American authors have written about peace. The student will comment on the following quotes:

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. (cont.)	6. (cont.) a. "I am not one of those who believes that devotion to international aims interferes with love of country any more than devotion to family detracts from good citizenship, rather...the duties of family, nation and humanity are but concentric circles." Jane Addams b. "We cannot long survive spiritually separate in a world that is geographcially together." Dr. Martin Luther King, Jr. c. "War is an invention of the human mind. The human mind can invent peace with justice." Norman Cousins 1953 "Who Speaks for Man?" The above quotes could be contrasted both in content and author.
	D. The student will generalize about the peace consciousness of those around him.	1. Students can collect symbols which have been used throughout history to stand for peace. They should research the history of the symbols and share their findings with class. Perhaps a bulletin board could be utilized for exhibition and write-up of the peace symbols. For example: the present peace sign is traced to the English philosopher Bertrand Russell who actively sought nuclear disarmament. He used the symbol in antiwar marches in England. According to the Chicago Tribune, research suggests that the symbol is made up of semaphore letters used by ships at sea. The semaphore letters "N" and "D" or upside-down "U" and "D" are said to stand for nuclear disarmament or unilateral disarmament. Other peace symbols could be researched such as the white dove of peace, the "V" sign, the flower with the words: "war is not healthy for

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	D. (cont.)	1. (cont.) children and other living things." and etc. 2. The students can take a count of the number of persons they meet in a week's time who wear one of the symbols for peace. 3. They may want to examine the attitudes of those wearing the peace symbols. 4. The student will design his own peace symbols or draw anti-war cartoons. 5. The student will make a survey of the books on the subject of peace in his school and local public libraries. (Same on number of books glorifying wars) How does the student feel about the materials available? Should the class make recommendations to the librarian? 6. The student will write his reaction to the following statement: "There is no question that if the owners and editors and reporters of the press of the world decided to use their powers to establish peace, they could do it." F.J. Libby American Pacifist The class could share their reactions. 7. The student will identify the author and source of the following: "...and they shall beat their swords into plowshares, and their spears into pruninghooks; nation shall not lift up sword against nation, neither shall they learn war any more." Isaiah, 11, 4 (Bible)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	D. (cont.)	7. (cont.) "Our true nationality is mankind." (H.G. Wells, British Author) "No man is an island entire of itself, Everyman is a piece of the continent, A part of the Main." (John Donne) "It is time for Governments to make a fresh start and lift themselves again to the same high level, if not a higher level, of vision and determination so that of the authors of the Charter...We must pass from words to deeds. We must pass from rights to obligations. We must pass from self interest to mutual interest. We must pass from partial peace to total peace." (U Thant Sec. General's U.N. Day Message, 1970)

GOAL: THE STUDENT WILL EXAMINE THE SOCIAL, POLITICAL AND ECONOMIC REASONS FOR WAR.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
MULTIPLE CAUSATION OF WAR.	A. The student will examine the economic, political and social reasons for war.	1. The student will know the meaning of the following: nationalism — imperialism trade barriers — poverty have-not nation — developing nation revolution — rising expectations illiteracy — have-nation The student will continue to add words to his glossary for his Peace Notebook. 2. The teacher will divide the class into three groups. One group will research the social reasons for war; another group the political; and the third, the economic. For example: Social: fear, distrust, prejudice, anger, confusion, differences in customs, religious, greed Political: ideologies, power, boundaries, nationalism, spheres of influence, balance of power Economic: trade (rivals), ideologies, search for raw materials or markets, profits The groups should be encouraged to apply the reasons to specific conflicts.
PEOPLE NEED TO BE EDUCATED TO WAGE PEACE.		3. The teacher will read the following quote: "The American people are not educated to wage peace. We are prepared educationally emotionally, spiritually - for the important job that faces us, which is how to create a lasting design for peace. We haven't been taught the basic principles by which peace can be created; we really haven't been educated to the most important job in the history of the world." Norman Cousins

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	A. (cont.)	3. (cont.) The student will be encouraged to give his opinions of the quote. Does he agree or disagree with Mr. Cousins? Why or why not? If the student agrees with Mr. Cousins, then ask: Where does the blame lie? With the family? the school? the Church or synagogue? Mass media? What can be done to educate for peace? Whose responsibility is it? 4. The students, as a class or in groups, should give specific examples of how children can be educated for peace. The students will suggest specific ways children around the world can be educated for peace. (should this responsibility be left to individual governments or is an international organization needed to promote this educational endeavor for peace?)
THE GAP BETWEEN THOSE WHO HAVE AND THOSE WHO HAVE NOT IS A SOURCE OF CONFLICT IN TODAY'S WORLD.	B. The student will generalize about the economic conditions of the different nations of the world.	1. The teacher will write the following quote on the board: "I have said and would like to repeat that the present division of the world into rich countries and poor countries is, in my opinion, much more real and much more serious and ultimately much more explosive than the division of the world on ideological grounds." U Thant, Sec. Gen. of the United Nations (Students will copy and put in Peace Notebook) Questions: What is U Thant saying? How can the gap between the rich and poor nations be narrowed? 2. The students will show visually by the use of a world map the (a) distribution of population (b) the have-nations (c) the have-not nations (d) natural

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. (cont.)	2. (cont.) resources (e) climate and topography (f) per capita income. What generalizations can the student make from the information on his world map? The student should use these materials to help him: Profile of the Underdeveloped World, booklet from U.N. N.Y. Times Encyclopedic Almanac 1970 Assorted World Atlases 3. Using Vista, U.N. Magazine, March-April issue 1968, or any current issue of Unesco Courier, the teacher will select articles that deal with narrowing the gap between the developed and underdeveloped nations of the world..OR the student will utilize library materials from the United Nations (specifically, World Health, Unesco Courier and Vista to research some of the efforts being made to narrow the gap.
ECONOMIC JUSTICE IS A NECESSARY CRITERIA FOR PEACE.	C. The student will accept or reject the inevitability of war.	1. According to Pearl S. Buck, "three fourths of the peoples of the world today are oppressed by bad government, are ignorant, ill-fed and at the mercy of disease." Miss Buck goes on to say: "There will be peace in world only when there are equality and security everywhere for all human beings. These peace plans upon which men consume their days and brains are useless. We must first think and plan how to remove oppressions and hunger and ignorance...To work for peace as though it were a thing in itself, with no relation to causes, is the crowning folly of our foolish age." (from Education Digest, Feb. 1949) Discussion: How realistic is the idea that there will only be peace on earth when there is equality and

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
WAR IS AN INVENTION OF THE HUMAN MIND. WAR CAN BE REJECTED BY THE HUMAN MIND.	C. (cont.)	1. (cont.) security everywhere? Is that an impossible dream? 2. Follow-up discussion: Are the thoughts and ideas of the following far more realistic in the search for peace on earth? "War is invention of the human mind. The human mind can invent peace with justice." Norman Cousins, 1953 "Who Speaks for Man?" "...and they shall beat their swords into plowshares, and their spears into pruninghooks; nation shall not lift up sword against nation, neither shall they learn war any more." Isaiah II, 4 Class discussion or panel discussion: Does man have to accept the inevitability of war as long as the causes and reasons for war exist? or Can man reject the idea of war as an invention of the mind and accept peaceful methods of settling disputes as he works for the elimination of poverty, ignorance, fear and other reasons for war? 3. According to Robert M. Hutchins every problem is a world problem...there is a world military problem and a world health problem, etc. He believes that any emphasis on local political boundaries and local political power is obsolete and out-dated. The student will construct a chart with the following headings: Health Food Shelter Education Ecology

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. (cont.)	3. (cont.) then list the problems the whole world faces today under each heading. What can be done about these problems in today's frame of reference? What might be done if there was a world government? The student can refer to <u>The Challenge of a Decade</u> (United Nations booklet) for background information or use information the class has received from the organizations they have written to for materials.
NATIONALISM CAN EITHER BE A FORCE FOR WAR OR A FORCE FOR FREEDOM.	D. The student will analyze the effects of nationalism.	1. The teacher will introduce the terms nation and nationalism to the class. Class discussion: "What is a nation?" "What makes people feel they belong together as a nation?" 2. The teacher will show filmstrip: <u>Nationalism</u>, parts 1 and 2 (Guidance Associates). Based on the filmstrip and discussion the student will draw up a chart listing the pros and cons of nationalism. (colonies obtaining freedom, imperialistic ventures, etc.) (If possible the Sept. 14, 1970 issue of <u>World Week</u> (Scholastic) should be utilized for its article entitled: "Nationalism, Wave a Flag or Shake a Fist?") 3. The teacher will read the following quotes: a. "Nationalism is an infantile disease. It is the measles of mankind." Albert Einstein b. "I believe nationalism is individualism, nationalism is self-interest, born of pride, nationalism is the higher aspiration of nations toward the attainment of their greater goals." J.C. Delaplain (official of Willys-Overland Export Corp.)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	D. (cont.)	4. The students will write an essay: "Nationalism: A force that builds or destroys?"
WHAT IS THE ROLE OF MILITARISM IN FOSTERING OR PERPETUATING WAR?	E. The student will examine the role of militarism in the world today.	1. The teacher will read the following: "We are still making bombs and the bombs are making hate and suspicion. We are keeping secrets and secrets breed distrust. While we distrust Russia's secrecy and she distrusts ours, we walk together to certain doom." Albert Einstein Class discussion on above. 2. Library research: a. Weapons used today in war: chemical, biological b. Cost of arms build-up and war (U.S.A., USSR, China, France, Great Britain, Germany, Japan) c. Chart out information re: percentage of GNP used for military, cost to individual in specific terms. (example: War in Vietnam has cost every person in the United States $490.00 according to Sen. Fuobright) 3. Teacher could use transparency master from World Week, Sept. 22, 1969, entitled, "The Cold War Shows What Arms Race Can Lead To." Questions to be used with transparency: a. Who are the characters in the picture? b. Do you think a "cold war" can lead to a "hot war" because of arms build-up? c. Is it nonsense to continue to stock-pile arms? d. others It has been stated that we live in the age of "Overkill" (enough bombs to blow up the earth ten times). Question: "What makes nations continue to produce and stockpile weapons when they have enough to overkill?"

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	E. (cont.)	4. Essay: The student will support or de-bunk the following aphorism: "If you want peace, prepare for war." 5. The teacher will show the filmstrip: Disarmament: The Quest for Peace (N.Y. Times or Educational Audio Visual). Follow-up discussion. 6. The student will draw cartoons depicting any of the economic, social or political reasons for war. 7. The student will write poems, lyrics or aphorisms relating to this portion of the quin. 8. Students can write to Peace Education Program American Friends Service Comm. 160 North 15th St. Philadelphia, Pa. for materials on Disarmament and Peace. 9. As a culminating activity to analyze the intricacies in either avoiding war or plunging into it, the students might play the simulation game, Dangerous Parallel. This game may take up to two weeks.

GOAL: BASED ON RESEARCH, THE STUDENT WILL ANALYZE BREAKDOWNS IN WORLD PEACE IN THIS CENTURY AND THE RESULTANT HUMAN PROBLEMS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
WAR	A. The student will research breakdowns in world peace in this century.	1. Library research. The student will gather information about the following wars (conflicts). a. Vietnam b. East and West Pakistan c. Middle East d. Nigeria (Biafra) e. Korea f. World War I and II Encourage students to use the Reader's Guide to Political Literature. 2. Provide an opportunity for the students to exchange information they have been gathering. Students who have researched the same conflict should pool their information and place it on the following chart: Conflict (when-where-who?) — Reasons — How Conflict Resolved — Cost of War Reconstruction a. dollars b. human misery c. casualities-military, civilian The charts can be put on dittoes and duplicated for all students. 3. As a basis for analyzing their information, the student will discuss the follwoing questions: a. Were there any similarities in the reasons for the conflict? b. Could the conflicts have been avoided? How? c. What was (is) world opinion regarding these conflicts? d. Are there any "winners" in a war? e. What happened to the "losers", what is their status as a nation today? f. How have nations recovered from war? g. What is the cost of this recovery?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
WAR CREATES SUCH HUMAN MISERY.	B. The student will become acquainted with visual evidence of the horrors of war.	1. War leaves many victims. Refugees are one of the results of war. The student will research the plight of the refugee in today's world. a. Arab refugees b. Pakistan refugees c. Vietnamese refugees d. Refugees from Laos and Cambodia Information on the above can be secured from the United Nations. The student will collect pictures of refugees and construct a collage or poster. The student will dramatize the plight of the refugee: a. in a refugee camp b. feelings that people have when they lose home and roots (psychological) 2. The students will bring in and look over magazines which vividly portray the effects of war on people (in terms of human misery). (For example, the May 22, 1970 issue of Life portrays "Our Forgotten Wounded" and the February 26, 1971 issue of Life has vivid photographs of the horror of the Vietnam War) The teacher will show: (one or all) A Plague on Your Children (Time-Life) film Children of Hiroshima (Brandon Films) Overture - 9 min. showing effects of war with Beethoven's music as background. Available Public Library or Contemporary Films or U.N.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
MAN IS DESTROYING HIS PLANET WITH HIS OWN WEAPONS.	B. (cont.)	3. Aside from human casualties , the environment suffers incalculable damage during wartime. The student will investigate the damage to the physical environment as a result of nuclear bombs and the use of herbicides. Examples: Hiroshima and Nagasaki (A and H bomb) Vietnam (chemical warfare) What does the term Ecocide mean? What could happen if many nations become a victim of Ecoc de? Teacher will appoint several students to read and report to class: "Silent Vietnam" in Look magazine, April 6, 1971 pp. 55-58. 4. Teacher will assign to another group: "What Happened to Mankind's Dream of Peace?" Look Dec. 19, 1970 pp. 13-17. 5. The students will write poetry, lyrics or draw pictures depicting the horrors of war. 6. The students will compile a list of quotations by famous people around the world dealing with war and peace. These should go in their Peace Notebook.
30 FOR WHATEVER THEIR REASONS, INDIVIDUALS AND GROUPS WORK AGAINST PEACE.		7. Throughout history there have been many attempts by international organizations to keep the peace. According to Aristide Briand, French Statesman, Nobel Prize winner 1926: "What makes the actual situation so difficult is the fact that too many interests are working against peace. Those who believe that the suppression of war may affect adversely their material interests are against us. The mettallurgists, the manufacturers of armaments and munitions, etc. are working against the League of Nations, against the Pact of Paris, and they support with their money

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. (cont.)	7. (cont.) Press campaigns which, at every turn, hinder our efforts...The pens which write against Disarmament are made with the same steel from which guns are made." At Geneva, Sept. 23, 1930 Discussion questions: Do you believe that individuals (and groups) can deliberately work against efforts to keep the peace? Why? Do you believe greed (profit making from the weapons of war) is an important factor in any analysis of man's inability to keep peace?

GOAL: THE STUDENT WILL INVESTIGATE INTERNATIONAL AND NATIONAL ORGANIZATIONS WHICH ARE ENGAGED IN PEACE-KEEPING OR PEACE EDUCATION ENDEAVORS AND ASSESS THEIR EFFECTIVENESS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
UNITED NATIONS, MAN'S HOPE FOR PEACE?	A. The student will investigate the United Nations, its related agencies and its successes and failures.	1. The student will research the origin, history and efforts of the United Nations. 2. The teacher will show the filmstrip: Peacekeeping: United Nations Business from the United Nations or, The United Nations Today (6 parts from Educational Audio Visuals) Supplemental sources: World Week (Scholastic April 27, 1970) "The U.N. - Blueprint for Tomorrow?" (Jr. Scholastic, May 4, 1970) The United Nations and What You Should Know About it. (Published by the United Nations - booklet) 3. The student should select a problem that they would like to discuss in a mock session of the General Assembly of the United Nations. A steering committee should be appointed to work out the mechanics of the session. 4. The student will get acquainted with some of the publications issued by the United Nations: World Health — UNICEF publications UNESCO Courier — VISTA The student will evaluate the magazines as to their effectiveness in helping to promote world understanding and peace.
	B. The student will assess the public's attitude about the United Nations.	1. The student should conduct a public opinion poll re: "What do Americans think about the United Nations?" Questions that could be asked:

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. (cont.)	1. (cont.) a. How important do you think it is that the U.S. try to make the United Nations a success - very important, fairly important, or not so important? b. How would you rate the job the United Nations is doing for world peace - excellent, pretty good, only fair, or poor? c. Do you feel that the United Nations can be made an effective organization for peace? d. All things considered, do you think the United Nations is worthwhile or not worthwhile? (Others could be added) Share findings with class. Students could research Gallup and Harris Polls to see if polls on the subject of the United Nations are available for analysis. 2. Invite local representatives of the United Nations to speak to class about the work of the United Nations and its related agencies. 3. Write to the following for materials to exhibit in the classroom or for sources for reports: United Nations U.N. Plaza New York, N.Y. U.S. Comm. for UNICEF 331 East 38th St. N.Y.C. 10016 U.S. Comm. for the United Nations 4. Divide the class into committees to research the successes and failures of the League of Nations and the United Nations. Research can be done on a chronological or geographical basis or any way student and teacher believe best. Results of research should be shared with entire group. Students should be encouraged to use filmstrips, graphs, maps and other audio-visual techniques. They should also be encouraged to do some

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. (cont.)	4. (cont.) critical thinking about the failures of these world organizations. 5. Supplemental sources: a. Perhaps a class set of Issues Today, AEP magazine, Sept. 11, 1970, p. 14-22 could be obtained. The article entitled: "The U.N. at 25: Does It Have a Future?" is pertinent and of high interest levle. b. The National Geographic School Bulletin of Oct. 19, 1970 could be used. It marks the U.N. 25th birthday. c. Use the AEP booklet, Organizations Among Nations for excellent background material on the world organizations. 6. Class discussion: "How does the concept of Sovereignty affect the efforts of an organization such as the United Nations?" "Do you think that nations, in the foreseeable future will relinquish more and more of their national sovereignty to a World government" 7. The student will research the accomplishments of related United Nations Agencies such as WHO, UNICEF, UNESCO, etc. These agencies should be discussed in detail. Materials to be used: About the United Nations (Scriptograph) booklet Film - Assignment Children 20' color from United Nations (Danny Kaye visits Asian children and shows work of UNICEF)
"MAN MUST PUT AN END TO WAR OR WAR WILL PUT AN END TO MANKIND.	C. The student will generalize about the future of man and his planet if man refuses	1. The teacher will read: "I do not wish to seem overdramatic, but I can only conclude from the information that is available to me as Secretary-General that the members of the United Nations have

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. (cont.) to cooperate for the betterment of all.	1. (cont.) perhaps ten years left in which to subordinate their ancient quarrels and launch a global partnership to curb the arms race, to improve the human environment, to defuse the population explosion and to supply the required momentus to development efforts. If such a global partnership is not forged within the next decade, then I very much fear that the problems I have mentioned will have reached such staggering proportions that they will be beyond our capacity to control." by U Thant Sec. General of the U.N. May 1969 2. After general discussion of the quote, the student will predict what will happen by 1980 if a global partnership is not forged or if a global partnership is forged. For example: **The World in 1980 after 10 years of Cooperation** a. sufficient food and protein for all by 1990 b. military budgets cut all over world - $ used for development projects c. Smallpox and other diseases are eradicated d. literacy rate grows rapidly e. United Nations joint space program **The World in 1980 after 10 years of conflict and lack of cooperation** a. collapse of U.N. predicted. b. death of seas appears inevitable c. Epidemics suspend international travel d. percentage of literates show no increase e. Space programs curtailed

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	D. Utilizing materials that students have sent for, they will compare and contrast the aims and purposes of peace organizations, and their effectiveness.	1. Using the materials and information they have gathered and received from different organizations engaged in peace education, the student will report to the class as to: a. philosophy of the organization b. aims and goals c. types of actions engaged in d. effectiveness of the organization If possible, the student may arrange to have speakers from the different organizations visit and talk to class. 2. The student will compare and contrast the different organizations as to: a. religiously oriented b. politically oriented c. socially or educationally oriented d. one world oriented 3. "Thou Shalt Not Kill" is a concept accepted by all religions. The World Council of Churches in 1948 stated: "War is contrary to the will of God." Other religious groups have stated that the universal Church must pronounce a condemnation of war unqualified and unrestricted. Pope Paul XXIII stated in his Pacem in Terris ideas for peace on earth. In view of their understanding of war and peace, the student will assess the effectiveness of organized religious institutions in educating for peace. 4. There have been many successful efforts at international cooperation in the areas of medicine, space, meteorology, science and arms limitations (SALT), etc. The student will cite specific projects that groups of nations are presently engaged in, which contribute to world peace.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	D. (cont.)	5. The student will research and analyze the significance of each of the following towards world peace: International Geophysical Year (IGY) (July 1, 1957 to Dec. 31, 1958) International Cooperation Year (ICY) 1965 International Mental Health Congress 1948 (proposals for "Science of Peace") Projects by the Carnegie Endowment for International Peace Peace Study Fellowships given by Attitude Research Lab. of St. Louis, 946 Goodfellow, St. Louis 12, Mo. Young World Appeal, Freedom From Hunger Campaign FAO Projects of United Nations American Field Service projects 313 E. 43rd St., N.Y.C. International Pen Pals (People to People Program) 2401 Grand Ave. Kansas City, Mo. Peace Corps' projects Experiment in International Living Putney, Vermont. Projects conducted by UNESCO, WHO and UNICEF of the United Nations during the past 5 years. U.N. Conference on Human Environment Suggested references: 1. Dept. of State Publication, International Organization and Conference series 2. United Nations Information Services

GOAL: THE STUDENT WILL INVESTIGATE AND SUGGEST ALTERNATIVES TO WAR AS A MEANS OF SETTLING CONFLICT.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
THERE ARE MANY WAYS TO SETTLE A DISPUTE.	A. The student will investigate the alternatives to violent conflict.	1. The student should know the following words and terms: mediation arbitration ombudsman conciliation compromise reconciliation negotiate (to be added to glossary in Peace Notebook) 2. The teacher will show the film: Ways to Settle A Dispute (Dade County #1-00299). 3. The student will describe a "conflict situation" (from simple to complex types of conflicts) and resolve it by using some of the techniques available to settle disputes peacefully. example: (simple) Student accuses another student of spitting in his face (and visa versa). They are ready to exchange blows. What means are available to settle the conflict? (complex) Two nations are disputing boundaries. Both are readying for conflict (armed). What means are available to settle the conflict peacefully? 4. The student will investigate the feasibility of creating a world agency consisting of an ombudsman from each nation (could be the nation's Secretary of Peace) who would be empowered to have the final say in international disputes? How realistic would such an agency be? How would this type of agency compare to the already existing International Court of Justice? 5. The student will investigate the feasibility of other alternatives.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
UNDERSTANDING OF OTHER CULTURES IS ESSENTIAL TO WORLD PEACE AND UNDERSTANDING.	B. The student will briefly overview some other cultures in the world today.	1. In his last address, which he did not live to speak, Franklin D. Roosevelt wrote these words: "We are faced with the pre-eminent fact that if civilization is to survive, we must cultivate the science of human relationship - the ability of peoples of all kinds to live together and work together in the same world, at peace." The teacher will ask: "How important is it to understand the cultures of other peoples?" "How does one get to know about and understand other cultures?" 2. Based on the discussion, the teacher will ask the students to form committees which will be responsible for researching the cultures of different peoples living in Africa, Asia, South America, etc. The students may want to divide their research into the following areas: a. Language b. Institutions (Schools, Religion, government, family life, etc.) c. Economic system (technology) d. The Arts (music, dance, literature, etc.) 3. The teacher could show the following filmstrips (multi-media kit): Man: A Cross Cultural Approach and utilize the AEP booklets of different nations and continents (Asia, Latin America, Africa, China, etc.). After research, the committees will share their findings and understandings with the class.
	C. The student will assess means, other than the military, to serve their country.	1. Question for discussion: What programs can nations develop to replace the drafting and teaching of young men the skills of war? The teacher will ask: "Assuming that the U.S. government adopts a system of national service (instead of compulsory draft law) how would you answer the following questions:

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. (cont.)	1. (cont.) a. What service - VISTA, Peace Corps, Job Corps, military service, etc. would you select? Why? b. Is it possible for the government to find enough worthwhile service projects for the young? (ecology, conservation, slums, etc.) c. Is 18 years of age the best time to conscript a boy (or girl) for national service? d. In what way can a program of national service help not only a nation, but contribute to world peace? e. What would be the result of such a change for the American military system? 2. The students will take a poll in their school and in their neighborhoods to determine opinions concerning: a. World Government (allegiance as world citizen) b. World Police Force c. Secretary of Peace (U.S.A.) d. International Court of Justice e. International Ombudsman f. Membership in United Nations to every nation in the world 3. The teacher or students will read the following magazine articles and follow up with a general class discussion: a. "Hell, No, We Won't Go!" The Saturday Evening Post 1/27/68 b. "Vietnam: Pacifist on the Killing Ground" Look 12/26/67
WAR NEED NOT BE THE LAST RESORT.	D. The student will list ways and means nations could settle disputes without re-	1. Many nations, throughout history claimed that war was the last resort in their attempt to solve their differences. (War, being defined as a type of group behavior encountered solely within the human species

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	D. (cont.) sorting to violence.	1. (cont.) and used by groups that are in violent disagreement as the means to settle conflicts which the groups believed could not be settled by peaceful methods) All wars, sooner or later, end up in some sort of negotiations for peace. The student will list means and methods groups (nations) could utilize to settle violent disagreements before the "bullets fly." 2. The student will assess the reasonableness and practicality of the suggestions the class has offered.

GOAL: THE STUDENT WILL DESCRIBE WAYS AND MEANS AN INDIVIDUAL CAN WORK FOR PEACE.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
THROUGHOUT HISTORY THERE HAVE ALWAYS BEEN COURAGEOUS VOICES AND ACTIONS FOR PEACE.	A. The student will become familiar with spokesmen for peace.	1. Throughout the history of man there have been courageous spokesmen for peace. The student will place the following people in their proper historical setting: Mark Twain, Wilfred Owen, Jane Adams Aristophanes, Margaret Rockwell, Jesus Ts'ao Sung, Dr. Martin Luther King, U Thant Martin Luther, Albert Schweitzer, Gandhi Thomas Paine, Robert Allen, George Fox Henry Thoreau, Dag Hammarskjold, A.J. Muste Desiderius Erasmus Wendell Wilkie, William Penn Albert Einstein The student will either role- play the individual or read excerpts from their works. Suggested Sources: Men of Peace Unpopular Ones Pertinent questions: a. How effective were these spokesmen for peace? b. Are the spokesmen for peace today finding more acceptance of their message? Why? c. Who are the outstanding peacemakers of today?
SOCIETY RECOGNIZES INDIVIDUALS AND GROUPS WHO WORK FOR PEACE.		2. The student will research the history and criteria for selection of the Nobel Peace Prize. Each student or committees will select one of the prize winners and write a script which will dramatize the life and works of the winner. (Students may decide to put their program on for other classes) (Some of the Nobel Peace Winners: Dr. Norman Berlaug-for helping the world's hungry countries grow more food. He developed, with a team of experts from 17 nations, a wheat that yields more grain; Dr. Ralph Bunche, Jane Addams, Linus Pauling, Dr. Martin Luther King, Woodrow Wilson, etc.)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	A. (cont.)	3. The student will compare and contrast the life and times of the following: Mohandas K. Gandhi — Dag Hammarskjeld Albert Schweitzer — U Thant Were these people realists? What role does idealism play in their lives?
INDIVIDUALS SHOW THEIR CONCERN FOR PEACE IN DIFFERENT WAYS.		4. "If a man does not keep pace with his companions, perhaps it is because he hears a different drummer." Thoreau Protest against war takes on many forms. The student will investigate and assess the types of actions engaged in by the following individuals: a. Alfred Bigelow, American Friends Service Comm. sailed into Pacific-bomb test area b. Dr. Benjamin Spock, pediatrician and famous author couseled resistance to the draft c. Rev. William Sloane Coffin, Jr., counseled draft resistance d. The Berrigan Brothers and Sister McAlister burned draft records e. Joan Baez, witholds taxes used for war f. Scott Herrick, American Friends Service Comm. exchanged children's art with children of Cuba, walked from San Francisco to Moscow, boarded a Polaris submarine g. self-immolation by Buddhist monks (and others) Question: "How effective are the above actions in working for peace?" Supplemental readings: 1. "Suppose They Gave a War and No One Came" (Voices of Dissent pp. 16-20) 2. "I Will No Longer Carry a Draft Card" (Voices of Dissent pp. 20-22)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. The student will generalize the extent his country should pursue peace.	Student Personal inventory: based on knowledge gained from quin: To reduce the risk of future nuclear war, which of the following do you believe the U.S. should support? a. an increasing degree of democracy in other countries (In what way should support be given?) b. a sharing of nuclear weapons with more and more nations (how to choose the nations?) c. reduction of all weapons, nuclear included d. a universal treaty where all nations pledge never to use nuclear weapons except in retaliation agains a nuclear attack e. a United Nations military force under the direction of the General Assembly and equipped with nuclear weapons f. a union of big powers to defend others g. a greater stockpile of weapons for the U.S. h. a concerted effort to reduce poverty and disease throughout Asia, Africa and South America i. more and more trust and reliance on the United Nations and International Court of Justice to settle disputes j. uniting with other nations to attack the problems of air pollution, water pollution, illiteracy, etc. k. banning all materials used for nuclear weapons l. disarm unilaterally m. compulsory education in the schools for the idea of "One World" n. intensive programs of cultural exchanges - student exchanges, professional exchanges, etc. o. sharing of our surplus on a non-profit basis to those nations who have need for food p. passing an international law forbidding the production of weapons for war q. other options...

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. (cont.)	The student will be asked to evaluate his opinions by asking himself: "How far would I want my country to go in the search for peace?"
PEACE BEGINS WITH THE INDIVIDUAL.	C. The student will generalize to what extent he would go in the search for peace.	1. The student will ask himself: "What can I do to work for world peace?" The teacher may want to list the following areas that the student could encompass in his answer: a. education b. discussion c. action projects (1) write letters (2) join peace groups
		2. The teacher will reproduce the following questionnaire and distribute to the students: Directions: The student will check the activities he believes should be engaged in, in order to help work for world peace.

Type of Activity	Yes	No
a. buy no toys of violence		
b. urge others not to buy war toys		
c. form or join a peace club		
d. write to students in other nations suggesting that they form peace clubs		
e. study the United Nations and visit it if possible		
f. go out "trick or treating" for UNICEF		
g. put on a program about peace		
h. arranging interviews for peace speakers		
i. join the FAO "Freedom from Hunger" campaign		
j. send away for peace literature and distribute to friends		

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. (cont.)	2. (cont.) Yes No k. write letters to newspapers, senators and other representatives urging for a Dept. of Peace l. write to a pen-pal in another country m. learn about other cultures n. draw peace posters and display them where you can o. write peace poems and send them to magazines or newspapers p. volunteer some of your time to help local peace organizations q. urge school to have a local poster or essay contest on the theme of peace r. urge school librarian to order more books and materials on peace s. be a host family to newly arrived foreign students t. be an exchange student u. engage in public protest such as marching for peace, silent vigils, etc. v. distribute petitions urging the end to the war w. have a "Peace" teach-in x. arrange a day of Peace in your classroom (songs, poetry, skits, etc.) y. subscribe to peace newsletters and magazines z. be well-informed about the world issues that concern peace

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. (cont.)	2. (cont.) Yes No aa. work at being a better human being bb. learn to be more compassionate and understanding of others A student committee will make an analysis of the items on the questionnaire and report to the class the activities that received the most support.
	D. The student will analyze his attitudes towards peace before and after the quin.	1. At the conclusion of the quin, class discussion should be focused upon student reaction to the following questions: "What is your personal reaction to this quin?" "Did this study alter or re-inforce your previously held attitudes on peace?" 2. The teacher will play the record, Let There Be Peace On Earth And Let It Begin With Me, and the students will discuss its meaning for them.

APPENDIX

NAMES AND ADDRESSES OF ORGANIZATIONS EDUCATING AND WORKING FOR PEACE

American Friends Service Comm.
160 North 15 Street
Philadelphia, Pa.

Catholic Peace Fellowship
339 Lafayette St.
New York City

Central Comm. for Conscientious Objectors
2006 Walnut St.
Philadelpia, Pa.

Comm. for Non-Violent Action
339 Lafayette St.
New York City

Comm. of Clergy and Laymen Concerned About Vietnam
475 Riverside Drive
New York City

Common Cause
P.O. Box 220
Washington, D.C. 20044

Fellowship of Reconciliation
Box 271
Nyack, N.Y.

Mennonite Central Comm.
Peace Section
21 South 12th St.

Jewish Peace Fellowship
Box 271
Nyack, N.Y.

War Resistors League
339 Lafayette St.
New York City

Women's Strike for Peace
2016 P. Street N.W.
Washington, D.C.

Another Mother for Peace
407 North Maple
Beverly Hills,
California 90210

National SANE
318 Massachusetts Ave. N.E.
Washington, D.C. 20002

World Federalists, USA
2029 K. Street, N.W.
Washington, D.E. 20006

People to People International
2201 Grand Ave.
Kansas City, Mo. 64108

UNA-USA
833 United Nations Plaza
New York, N.Y. 10017

U.S. Mission to the United Nations
799 U.N. Plaza
New York, N.Y. 10017

Children's Plea for Peace
World Affairs Center
University of Minnesota
Minneapolis, Minn.

World Pen Pals
World Affairs Center
University of Minnesota
Minneapolis, Minn. 55455

Friendship Projects
Junior Chamber International
P.O. Box 1250
Miami Beach, Fla. 33139

Peace Education, Inc.
3005 Bird Avenue
Miami, Florida 33133

Council for International Visitors
P.O. Box 2317
International Airport
Miami, Florida 33159

Carnegie Endowment for International Peace
United Nations Plaza at 46 St.
New York, New York 10017

Canadian Peace Research Institute
25 Dundana Avenue
Dundas, Ontario, Canada

Promoting Enduring Peace, Inc.
P.O. Box 103
Woodmont, Conn. 06460

Society for Social Responsibility in Science
221 Rock Hill Road
Bala Cynwyd, Pa. 19004

National Service Board of Religious Objectors
15th and New York Ave., N.W.
Washington, D.C.

Peace Center of Miami
3005 Bird Avenue
Miami, Florida 33133

Insitiute for International Order
11 West 42nd Street
New York, N.Y. 10036

Friends Committee on National Legislation
245 Second St., N.E.
Washington, D.C.

MATERIALS:

1. Recommended Basic Textual and Other Materials:

A. Textual

Conlin, Joseph. American Anti-War Movements. Beverly Hills: Glencoe Press, 1968.
Massialas, Byron and Levin, Jack. World Order. Rand McNally & Company, 1970.
Revolution and World Politics. American Education Publications, 1970.
Organizations Among Nations. American Education Publications, 1970.
The Limits of War. American Education Publications, 1970.
Diplomacy and International Law. American Education Publications, 1970.
Archer, Jules. The Unpopular Ones. New York: Crowell-Collier, 1968.
Smith, Bradford. Men of Peace. Philadelphia: Lippincott, 1964.
Galt, Tom. Peace and War. Boston: Beacon Press, 1952.
"Must There Be War?" Read Magazine, AEP. Dec. 15, 1968.
Crane, Stephen. Red Badge of Courage. (paperback)
Trumbo, Dalton. Johnny Got His Gun. (paperback)
New York Times Encyclopedic Almanac, 1970.
U.N. Publications: Profile of the Underdeveloped World. (booklet)
Challenge of A Decade. (booklet)
The United Nations and What You Should Know About It. (booklet)
World Health
VISTA
UNESCO Courier
UNICEF Publications
Kirschner, Allan and Linda, ed. Blessed are the Peacemakers. New York: Popular Library, 1971
"Nationalism - Wave a Flag or Shake a Fist?" World Week. Sept. 14, 1970.

B. Audio Visual

Poets for Peace. Record. Fellowship of Reconciliation
Nationalism. Filmstrip. parts 1 and 2. Guidance Associates

1. B. Audio Visual - (cont.)

Disarmament: The Quest for Peace. New York Times.

Man: A Cross Cultural Approach. Educational Resources. Multi Media

The United Nations. filmstrip. Educational Publications.

The Age of Megaton. Doubleday. Multi-Media. Filmstrip/record.

2. Alternate Student and Class Material

A. Textual

Reed, Edward. Pacem in Terris: Peace on Earth. New York: Pocket Books, 1965.

Fraenkel, Jack, Margaret Carter, and Betty Reardon. Peacekeeping: Problems and Possibilities. New York: World Law Fund, 1970.

Molloy, Paul, ed. Poetry, U.S.A. Scholastic. (10 copies and teacher's edition.)

Scriptograph units: About the United Nations
People and Nations (recommended)

Brooklyn College, Brooklyn, N.y.

pamphlets on: Ralph Bunche
Dag Hammarskjold
Thoreau
George Fox
Jane Addams

The United Nations. Classic Comics, New York: Gilberton Co.

Vital Issues - Center for Information on America
The Idea of a World University: What and When?
World Court - What's Its History? How Effective is it?
Atoms for Peace - Where Are They?

B. Others (for Teacher)

Improving the Teaching of World Affairs. National Council for the Social Studies, 1964.

Jane Addams Anthology. 1 North 13th St., Philadelphia, Pa. (WILPF)

2. B. Others - (cont.)

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White, Ralph. Nobody Wanted War: Misperception in Vietnam and Other Wars. New York: Doubleday, 1970.

C. Filmstrips/Records/Guides

1. Educational Audio Visual, Pleasantville, New York
   Disarmament: The Quest for Peace
   The United Nations Today. 6 parts.
   Causes of World War II. 2 parts.
2. United Nations, 833 United Nations Plaza, New York
   Peacekeeping: U.N. Business
3. Educational Publications, 8328 Willow Way, Raytown, Missouri
   The United Nations
4. Listening Library, 1 Park Ave. Old Greenwich Conn.
   The Red Badge of Courage.
5. Guidance Associates
   Revolution. 2 parts.
   The Draft Debate. 2 parts.
   Nationalism. 2 parts.
   Woodrow Wilson: Idealism and American Democracy. 2 parts.
   The Pentagon. 2 parts.
6. New York Times/Life
   The History of Dissent.
   Disarmament: The Quest for Peace. with duplicating master

2. C. (cont.)

7. Scholastic

The Draft: Who? How? Why?

World's Youth in Action

D. Films

1. Contemporary Films

What Right Has a Child? 15' color. (rental)

Toys (rental)

2. Association Films - 600 Madison Ave. New York. (renta)

Over Here

Hiroshima

Trial at Nuremberg

Too Young to Hate

3. McGraw Hill Book Company

The Hat. 18' color animated film.

4. CCM Films, 866 Third Ave. N.Y.

War. 22' (rental)

Wargames. 19' (rental)

Time of the Locust. 12' (rental)

H Bomb Over Us. 10' (rental)

1,000 Cranes: The Children of Hiroshima. 24' (rental)

The Magician. 12' (rental)

5. Time/Life

A Plague on Your Children (Chemical and biological warfare) 72'.

Anti War Protest. (Makes for a lively discussion)

Uniting the United Nations. 20' (rental)

Vietnam - Journal of a War. (Shows the inc lculable human agony that accompanies war) 52' (rental).

6. QED Productions

A Matter of Conscience. (the story of 2 draft resisters) (rental).

2. D. Films - (cont.)

7. Brandon Films - 221 W. 57th St. New York
   World Without End. 45' (rental)
   Children of Hiroshima. 93' (rental)
   The Cranes are Flying. 94' (rental)
   The Hole. 15' (rental)
   Toys on a Field of Blue. 20' (rental)
   Variations on a Theme. 11' (rental)
   The War Lover. 105' (rental)
   The House That Roared. 83' (rental)
8. Grove Press Film Library
   Time Out of War. (Winner of an Academy Award, comments on the insanity of war)
9. Dept. of Instruction - Penn.
   The Warless World.
10. Another Mother for Peace.
    You Don't Have To Buy War, Mrs. Smith.
11. American Friends Service Committee
    Once Upon a War
12. Film Associates
    The Fence (no narration) 7' color.
13. Pyramid Films, Santa Monica, Calif.
    Two Castles. 3' (cartoon) (rental)
    The Pistol. 10' (rental)
14. Princeton Film Center
    The Pale Horseman. (What happens to civilians caught in the fury of modern warfare and what nations can do to alleviate and prevent the suffering caused by war)
15. University of Calif.
    Germ and Chemical Warfare. 28' (rental)

2. E. Cassettes

Center for Cassette Studies

Portrait of a Peacemaker: Woodrow Wilson. 51'

Patriots or Traitors? 24'

The First Nuclear Strike.(Destruction of Hiroshima) 54'

F. Pictures/Prints

Perfection Form Co.

Nuremberg Trials - 5 pictures

G. Records

Woodrow Wilson's Fourteen Points. Enrichment Materials, Scholastic.

Poets for Peace. Fellowship of Reconciliation.

Songs for Peace. Fellowship of Reconciliation.

Children's Plea for Peace. Vex Productions, Inc.

Let There Be Peace on Earth, U.S. Committee for UNICEF

H. Multi Media

Man: A Cross Cultural Approach. Educational Resources, Box 103, South Orange, N.J.

I. Simulation Game

Dangerous Parallel, Scott, Foresman and Co.

3. Supplemental Student Resources:

A. Books

Archer, Jules. The Unpopular Ones. N.Y.: Crowell-Collier, 1968.

A World Without War. (collection of essays) Dist. by War Resisters League.

Becker, Stephen. When the War is Over. AEP Papaerback, 1971.

Baez, Joan. Daybreak. New York: Avon Books, 1966. Study guide available.

Bressler, Leo and Marion Bressler. Country, Conscience, and Conscription. Englewood Cliffs: Prentice Hall, 1970.

Cohen, Robert. The Color of Man. New York: Random House, 1968.

Conlin, Joseph. American Anti-War Movements. Beverly Hills: The Glencoe Press, 1968.

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3. A. (cont.)

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Hirsey, John. Hiroshima.

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In Place of War: Inquiry into Nonviolent National Defense. American Friends, N.Y.

Kane, Fran K. Voices of Dissent. New Jersey: Prentice-Hall, Inc., 1970.

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Kirschner, Allen. Blessed are the Peacemakers. New York: Popular Library, 1971.

Kugelmass, J. Alvin. Ralph Bunche, Fighter for Peace. New York: Messner, 1970.

Kytle, Calvin. Gandhi, Soldier of Non Violence. New York: Grosset & Dunlap, 1969.

Idyll, C.P. The Sea Against Hunger: Harvesting Oceans to Feed a Hungry World. Crowell.

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Trumbo, Dalton. Johnny Got His Gun.

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4. Supplemental Teacher Resources:

A. Books

Barker, Duckworth. Breakthrough to Tomorrow. (The story of International Co-operation for Development through the United Nations.) New York: United Nations, 1970.

Barnet, Richard. The Economy of Death. New York: Riverside, 1971.

Barnett, Frank, ed. Peace and War in the Modern Age. (Premises, myths, and realities.) New York: Doubleday, 1971.

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Books for Youth Which Build for Peace. (a bibliography) Women's International League for Peace and Freedom.

Brock, Peter, Pacifism in the U.S. from the Colonial Era to the First World War. Princeton University Press, 1968.

Burchett, Wilfred. Vietnam: Inside Story of a Guerilla War. New York: International Publishers, 1968.

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October, 1970 Reader's Digest gives information on how to collect Clark Gum wrappers, Peter Paul Candy wrappers, etc. for UNICEF

Information of projects:

1. International Walk for Development. Write AFFHC-Walks for Development, 1717 H. St. N.W., Washington, D.C. 20006
2. World Law Fund, 11 West 42nd St. New York, N.Y. 10036 complete catalog of study materials available
3. Council on International Educational Exchange 777 United Nations Plaza, N.Y. 10017 (general information on international exchanges)

Recommended and/or Alternate - Textual

Wittner, Lawrence. Rebels Against War (Story of Peace movements in U.S. since 1941) War Resister's League, 339 Lafayette St., N.Y. 10012

Crosby, Alexander. One Day for Peace (anti-war novel for children Jr. High and up) Little Brown & Co.

Libby, Frederick. J. To End War. Fellowship Publications, Box 271, Nyack, N.Y. 10960

DuBois, Rachel Davis and Hew-Goong Li. Reducing Social Tension and Conflict. (How to use simple, tested techniques in all kinds of conflict situations) Association Press. 291 Broadway, N.Y.C. 10007

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Lund, Staughton. Nonviolence in America. War Resisters League.

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Lyttle, Bradford. You Come With Naked Hands. War Resisters League
Sharp, Gene. Exploring Non-Violent Alternatives. War Resisters League
Gandhi-His Relevance for our Times. An anthology. War Resisters League
King, Martin Luther. The Trumpet of Conscience. Fellowship of Reconciliation, Box 271, Nyack, N.Y. 10960
Weisbord, M. Some Forms of Peace. Fellowship of Reconciliation
Bernal, J. D. World Without War. Monthly Review Press, 66 Barrow, N.Y., N.Y.